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CHAPTER XVIII
WEALTH

THE examination of the problem of labour may be fittingly concluded with a discussion of the role played by wealth, free capital, in Nupe economy. It is in keeping with Nupe production in general, with its emphasis on individual property and money profits, that the concept of wealth should be clearly pronounced. The principle of accumulation of wealth as free capital pervades Nupe economics and, in particular, serves to define the economic (and, indirectly, social) stratification of the society.

MONEY CAPITAL

The appreciation of wealth figures prominently in the educational conceptions of the people. Young boys of 8 or 10, when they are given a separate *bucá* plot to farm, are at the same time taught the value of money income and money capital. Mothers will help them to market their small produce for money, or will buy their produce directly from them. And fathers and mothers, as we have seen, equip their children with a first diminutive working capital, a penny or two, to start a profitable trade (see pp. 286–7, 331). These profits enable boys and girls to defray the expenses of the social obligations incumbent upon this tender age, namely, contributions to the costs of the age-grade associations of which they are members. Money expenses, partly involving the accumulation of reserves, accompany Nupe men and women all through their lives: money to meet the costs of kinship rituals—birth, weddings, and funerals—money for the maintenance of labour, the purchase of tools, &c., or for personal wants and the luxuries of life. Money also frequently forms part of the inheritance left by men or women.

Farm produce or gifts in kind in general cannot fully replace money expenditure. This is shown clearly in the nature of the universal gift in Nupe—kola-nuts. Gifts of kola-nuts are more or less regularly exchanged between friends and relations; a gift of kola-nuts serves as the traditional announcement, and invitation at the same time, extended to kinsfolk at the occasion of forthcoming kinship ceremonies. Gifts of kola-nuts also represent the traditional expression of political allegiance. And, with the insignificant exception of the kola-nut growers, the donor of the gift has to buy the kola-nuts on the market for money. The largest single expenditure of Nupe economy, finally, bride-price, is paid entirely in money (see the discussion of bride-price in Chap. XX). It involves, moreover, accumulation of money reserve, or, if the bride-price is paid in instalments, as it frequently is, careful planning of money expenditure over a considerable period.

Although none of the larger forms of traditional money expenditure were ever replaceable by gifts or contributions in kind, it is also true that the practice of money expenditure has been increasing with the spreading of cultural influences from the town. It is natural that Bida society,

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achieved in one context of social life to other social contexts.[1] Our data allow us to make the following observation on this point: co-operation and solidarity fashioned in the age-grades appear capable of being transferred to other social contexts because of two conditions which they satisfy. Co-operation and solidarity are not left to grow at random and, as it were, unconsciously; rather they are of a specific, *ad hoc*, type; they clearly formulate their purpose and operate in the sphere of distinct awareness. Moreover, age-grade co-operation is actuated in circumstances of psychologically impressive nature, i.e. in the context of religious experiences. But age-grade integration also admits its own limitation in that it avoids attempting to bridge over the deepest existing social gulfs, of local community and social class.

The second aspect of the preparation embodied in the age-grade system is the training of the adolescent, through discipline and certain concrete activities, in the tasks and duties which await him in adult life, and in the values and incentives which he will have to make his own. In the village this preparation represents a first step towards a final social career; in Bida it mostly implants in the mind of the adolescent values and incentives, as it were, *in abstracto*, without promising equally their fulfilment in later life. It teaches people who will never share in directing the fate of their country to appreciate, and make their own, the motives and values which govern the conduct of those who do. It imparts, if not claims to responsible citizenship, yet its spirit.

THE MEANING OF NUPE LIFE

If we compare Nupe religious teaching with the teaching implied in the age-grade system we find that the two educational institutions supplement each other in many respects and that, between them, they take in the whole field of 'education for citizenship'. The Mallam school offers promotion to one social plane; the age-grade association practises promotion in the framework of a complex scale of steps and grades. The promotion afforded by religious education is 'real', in the sense that it involves social privileges in adult life; that practised in the age-grades is fictitious, even vicarious, and concerns mental readiness rather than concrete achievements. Religious education, finally, creates a loosely organized professional group and at the same time fosters a much wider psychological unity, which embraces the whole of Nupe society, across tribal and class boundaries. The age-grades create an intensive solidarity, but only in a very narrow framework, and give tribal and class boundaries a wide berth. Common to both religious education and the age-grades is the social upward trend, the motive of rise and promotion. This upward trend appears indeed as the paramount motive in Nupe cultural life. If it is possible to reduce a whole culture to a single formula, to a fundamental unitary *ethos*, we find it in this *leitmotif* of

[1] Cf. F. C. Bartlett, in *The Study of Society*, 1939, p. 43: 'A specially interesting question is: if cooperation is established in one respect, when and how far does this help individual members of the groups concerned to cooperate in other respects?'